

## **Woodventurers Safeguarding Policy**

We aim to safeguard the welfare of all who participate in Woodventurers Woodland learning Sessions. In order to give protection from potential and actual abuse or harm it is important that all concerned have a basic understanding of the issues involved and that procedures are in place that are understandable and easy to implement by anyone providing a service to young people.

Woodventurers is committed to creating an environment that enables children to learn develop and express themselves in a safe, understanding and encouraging environment. Parents and Settings trust us to look after their Young people, to care for them, to give encouragement and to keep them safe.

We need to ensure that we honour their trust. Woodventurers Safeguarding Policy arises from the following principle: Everybody regardless of age, disability, gender or ethnic origin have a right to be protected from all forms of harm, abuse, neglect and exploitation.

“It is not our responsibility as members of Woodventurers to decide whether or not abuse or harm is occurring, but it is our responsibility to act on any concerns and do something about it.”

All employees and volunteers are responsible for safeguarding and will be required to hold a current certificate in child and adolescent safeguarding at a minimum level 2. This should be updated at least every other year and alongside this at least annual in house updates/ training will be held by Woodventurers SLT for all staff and volunteers to attend. If you have any concerns please raise these with our staff who will ensure that they are passed on to the Designated Safeguarding Leads (Nicki Proietti and/ or Toni Rogers)

### **What Is Abuse?**

Do not ever think that you could never be placed in the position of reporting child abuse or raising a safeguarding concern. The generic term ‘child abuse’ is used to describe various ways in which children are harmed or mistreated. There are many different ways in which children can be harmed, all with a common factor that the child feels undervalued and worthless. Abuse can happen anywhere, but research indicates that the perpetrators of such abuse are likely to be known and trusted by the child.

### **What are the signs of abuse?**

The signs of abuse aren't always obvious, and a child or young person might not feel able to tell anyone what's happening to them. Sometimes, children don't even realise that what's happening to them is abuse.

There are different types of abuse and the signs of abuse may depend on the type. For example, the signs that a child is being neglected may be different from the signs that a child is being abused sexually.

### **Types of abuse:**

**Physical Abuse** May involve hitting, shaking, throwing, poisoning, burning, scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent fabricates the symptoms or deliberately induces illness in a child.

**Sexual Abuse** Involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative or non-penetrative acts. They may include non contact activities such as involving children in looking at, or in the production of, pornographic materials or watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

**Emotional Abuse** The persistent emotional ill-treatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve:

- Telling a child they are worthless, unloved or inadequate
- Valued only insofar as they meet the needs of another person
- Age or developmentally inappropriate expectations being imposed on a child
- Overprotection and limitation of exploration and learning
- A child seeing or hearing the ill-treatment of another
- Serious bullying
- Causing a child to frequently feel frightened or in danger
- Exploitation or corruption of a child

**Neglect** Persistent failure to meet a child's basic physical or psychological needs, likely to result in the serious impairment of the child's health and development. Neglect may occur:

- During pregnancy as a result of substance abuse
- Failure to provide adequate food and clothing
- Failing to provide shelter including exclusion from home or abandonment
- Failing to protect a child from physical harm or danger
- Failure to ensure adequate supervision (including the use of inadequate caregivers)
- Failure to ensure access to appropriate medical care or treatment

**Discriminatory Abuse** Discriminatory Abuse includes racist, religious and sexist abuse including FGM, plus abuse based on a person's disability.

Indications that a child may be being abused include:

### **Common signs that may raise a concern**

Some common signs that there may be something concerning happening in a child's life include:

- unexplained changes in behaviour or personality
- becoming withdrawn
- seeming anxious
- becoming uncharacteristically aggressive
- lacks social skills and has few friends, if any
- poor bond or relationship with a parent
- knowledge of adult issues inappropriate for their age
- running away or going missing
- always choosing to wear clothes which cover their body.

These signs don't necessarily mean that a child is being abused, there could be other things happening in their life which are affecting their behaviour – but we can help you to assess the situation.

Other signs could be:

- Unexplained or suspicious injuries such as bruising, cuts or burns, particularly if situated on a part of the body not normally prone to such injuries
- An injury for which the explanation seems inconsistent
- The child describes what appears to be an abusive act involving him or her
- Someone else (child or adult) expresses concern about the welfare of another child
- Distrust of adults, particularly those with whom a close relationship would normally be expected
- Difficulty in making friends
- Uncharacteristic eating disorders, depression and suicide attempts

You may also notice some concerning behaviour from adults who you know have children in their care, which makes you concerned for the child/children's safety and wellbeing.

## **What should you do if you suspect abuse is taking place?**

If any member of an organisation is concerned that abuse may occur, or has occurred, they must refer the matter immediately to their Designated Safeguarding Lead who will decide whether or not to report the matter further. If it is felt that further investigation is necessary in order to protect the young person, the matter must be referred to the relevant local safeguarding hub. The designated safeguarding Leads for Woodventurers are Nicki Proietti and Toni Rogers. They must also complete the logging form (see appendices) as soon as possible after the concern is raised and at a maximum within 24 hours of their initial concern.

All logging forms will be stored in line with GDPR and form a clear record of any safeguarding concerns.

If Woodventurers staff are working within or for another primary organisation then they must also be aware of the procedures set out in the host settings safeguarding policy of the referring organisation and follow the procedures for reporting concerns to the setting or agency they are working within/ for. A report should still be shared with Woodventurers DSL and logged appropriately.

In the event of referral to Social Care, copies of all relevant correspondence, notes of dialogue, diagrams of any injury witnessed must also be passed to the DSL and or referring agency/ setting for filing. It is very important that any concerns on a child's safety are logged using the form at the end of this document and handed/ sent to the DSL who will store these securely.

## **Safeguarding children procedure:**

1. There are two named DSL's for safeguarding who will be responsible for dealing with any concerns about safeguarding. These people are currently Nicki Proietti and Toni Rogers (contact: 07803364278, office@woodventurers.co.uk)
2. All staff and volunteers will be carefully selected and vetted to try to ensure they do not pose a risk to children. Those having contact with children will be checked through the Criminal Records Bureau at the appropriate level.
3. All staff and volunteers will receive information and basic training in safe conduct and what to do if they have concerns about a child. They will be required to read the safeguarding policy and attend regular safeguarding update training. This will include information on recognising where there are concerns about a child, where to get advice and what to do if no one seems to have taken their concerns seriously.
- 4.

4. We will endeavour to make this organisation a safe and caring place for children to be by having a code of conduct for all staff and users. This will be given to all staff, volunteers and users and they will be expected to comply with it.

5. Any information given to users about activities of the organisation will include information about the Safeguarding Children Policy and Procedure. Parents and carers of any children attending our centre will be given specific information about our Safeguarding Policy and Procedure.

### **Woodland tutors, employees and volunteers SHOULD ALWAYS:**

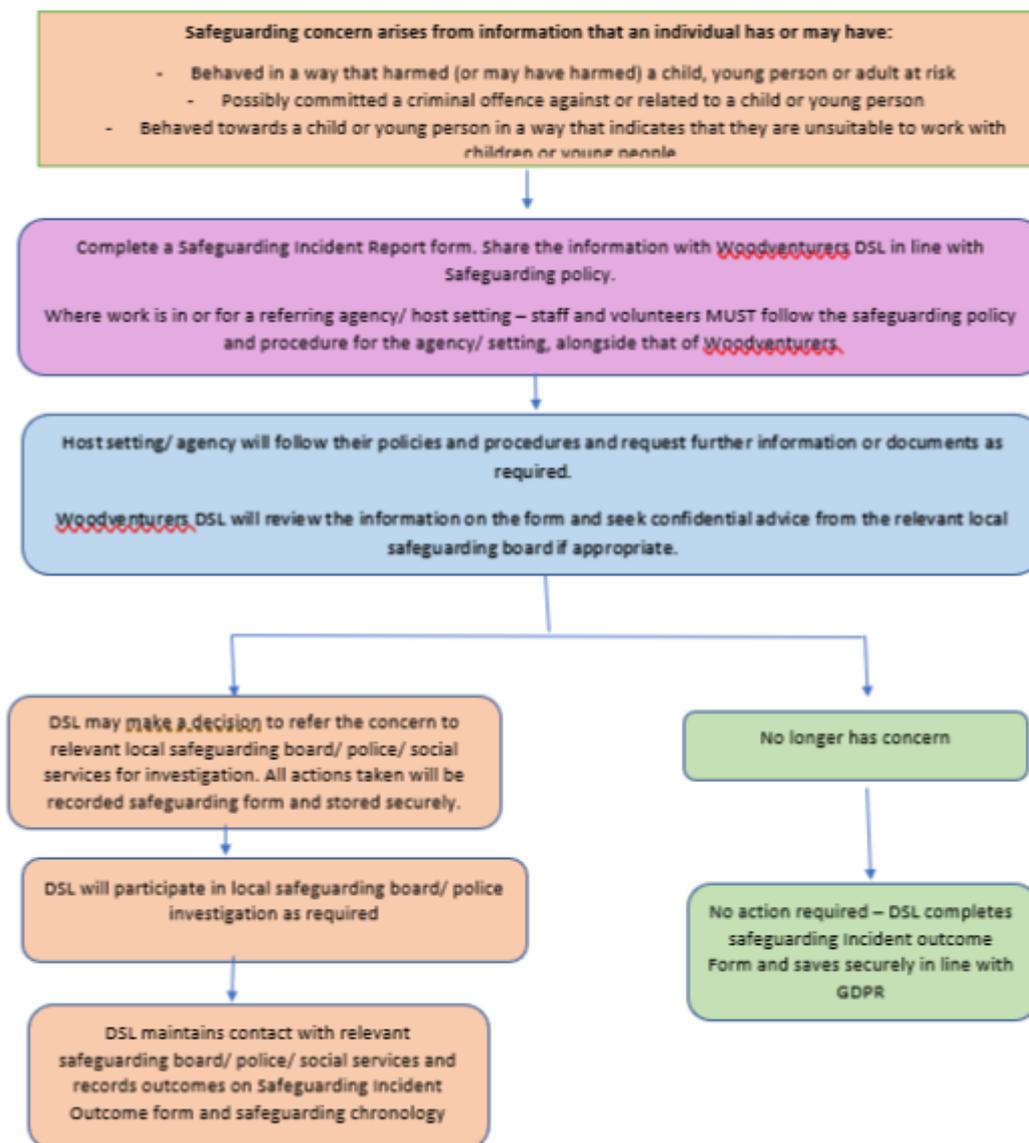
- Be aware of situations which may present risks and manage those, including reporting any potential risks to the lead tutor who will report to the Designated Safeguarding Lead – this includes attending at least annual update training and holding a minimum Level 2 safeguarding certificate
- Plan and organise work and the workplace so as to minimise risks and in line with Woodventurers policies and procedures. Complete risk reduction plans for settings and individuals to help manage risk. Review plans regularly and to take account of changes in circumstance/ behaviours.
- If Woodventurers staff are working within another organisation then they must be aware of the safeguarding policy of the organisation and follow the procedures for the setting they are working within, as well as those of Woodventurers.
- As far as possible, be visible when working with young people in our care. Do not spend time alone with children away from others
- Ensure that a culture of openness exists to enable any issues or concerns to be raised or discussed
- Ensure that a sense of accountability exists between staff so that poor practice or potentially abusive behaviour does not go unchallenged
- Talk to students about their contact with staff or others and encourage them to raise any concerns.
- Empower students by discussing with them what they can do if there is a problem
- Give enthusiastic and constructive feedback rather than negative criticism

### **Woodland Tutors, employees and volunteers must NEVER:**

- Use physical force against a participant, unless it constitutes reasonable restraint to protect yourself or another person or property from danger or harm. In this situation the minimum amount of force should be used for the minimum amount of time and a report of the incident should be recorded in writing immediately afterwards – any physical intervention must follow our positive handling policy and guidelines and be in line with company procedures and training
- Develop relationships with students which could in any way be deemed exploitative or abusive
  - Act in any way that may be abusive or may place a student at risk of abuse.
  - Use language, make suggestions or offer advice which is inappropriate, discriminatory, offensive or abusive.
  - Behave physically in a manner which is inappropriate or sexually provocative. There may be rare occasions when a student, particularly a young child, is distressed and needs physical comforting – discretion must be used to ensure that this is appropriate and any contact is necessary and justified.
    - Take a student with whom they are working to, or allow a student to stay overnight at, their home.
  - Give students alcohol, cigarettes, drugs or other stimulants.
    - Do things for students of a personal nature that they can do for themselves (e.g. taking them to the toilet). In the case of very young children it may be necessary for them to be offered assistance in using the toilet – this assistance should, wherever possible, be provided by someone of the same sex and discretion should be used so that any assistance is appropriate and any contact is necessary and justified. Prior parental consent should always be obtained.
  - Act in ways intended to shame, humiliate, belittle or degrade a student or otherwise engage in any form of emotional abuse.
  - Discriminate against, show deferential treatment, or favour particular students to the exclusion of others.
    - Conduct one to one sessions with a student without a second member of staff present, or within the same setting as a group. If there is only one student in a lesson, the session should be cancelled unless there is another person or tutor present or it can be moved to a safe space amongst other adults/ pupils.

This is not an exhaustive or exclusive list. The underlying principle is that actions or behaviour which may constitute poor practice or potentially abusive behaviour should be avoided and that action will be taken if concerns are raised.

**Flowchart of Procedure for Reporting Safeguarding Concerns**



## LOGGING CONCERNS ABOUT A CHILD'S SAFETY AND WELFARE

Name of Child	Date of birth	Date and time form completed	Form completed by
Reason(s) for reporting this incident?			
Please fill in as much information as possible and ensure all recordings are factual. Who			
What			
Where			
When			
Please note the action taken, including the names and organisation of anyone to whom information was passed.			
Action		Outcome	
Your Organisation and Role		Your Signature	

All reports relating to Safeguarding Children should be completed in black ink and stored securely.

(please attach any handwritten notes and body maps completed during disclosure)

### For DSL use only

Please note any further action taken, <b>including the names, contacts and role of anyone to whom information was passed.</b>	
Actions	Outcomes



*Reviewed February 2020 by Nicki Proietti*